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A general discussion of various programs of education for the gifted student as they exist in the United States today is presented. The academically talented consist of the top 20 percent of the students as defined by the inadequate, but useful, intelligence quotient. The "gifted" students are the top 4 percent, and the "highly gifted" are the top 0.1 percent. Other criteria used in identifying the gifted are achievement and teacher judgment. Also included is the historical perspective from which the consideration arises, as well as current activities such as that of the Cooperative Research Program.

National and regional efforts to improve education for the gifted are quite numerous. Included are Federal and professional associations and university efforts to improve the curriculum, the National Defense Education Act of 1958 and the National Science Foundation efforts to increase and improve teacher training and teaching methods, the Talent Development Project of the United States Office of Education, national and regional non-governmental activities for the gifted student, and the National Merit Scholarship Program. States such as California, Illinois, and North Carolina have their own agencies. Cities such as Portland, Oregon, St. Louis, Missouri, Indianapolis, Indiana and Los Angeles, California, have personnel within their system who concentrate on programs for the intellectually superior student.

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Education for the Gifted

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Financing Old-Age, Survivors, and Disability Insurance, Feb. 64
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EDUCATION

Vocational Education: Report of the Panel of Consultants, July 63
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Library Services and Construction Act (P. L. 88-269) March 1964

1963: Year of Legislative Achievements in Education Higher Education Facilities. . .Vocational Education. . .Amendments and Extension of NDEA, School Assistance to Federally Affected Areas, and Manpower Development and Training, Jan. 63

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EDUCATION FOR THE GIFTED

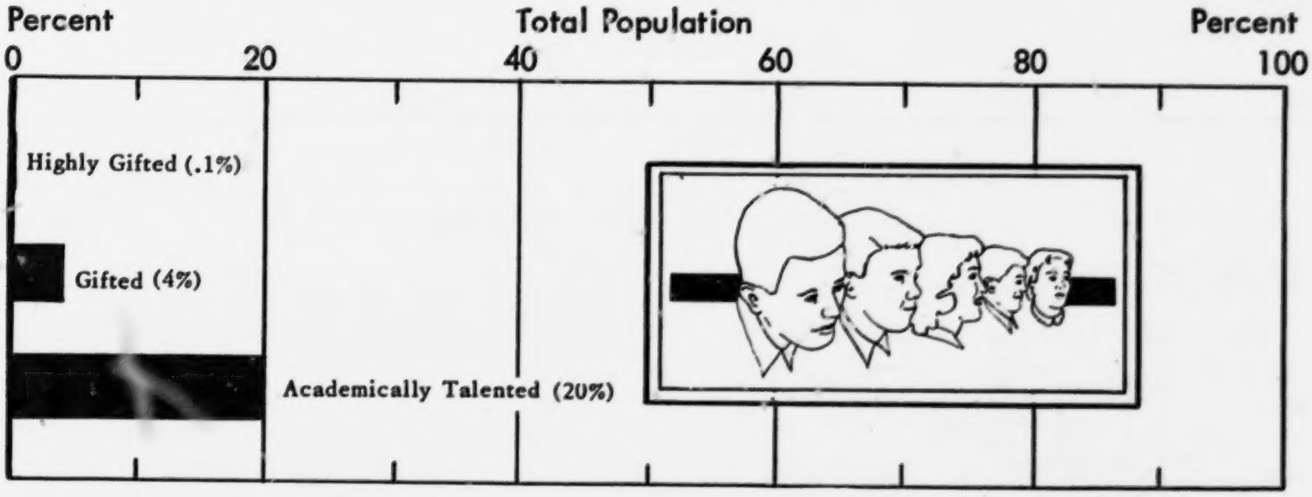
J Ned Bryan, Jean M. Dickson, and Earl E. Huyck

The current need for educational provisions for the gifted can be assessed, at least in part, by considering the number of children and youth in various categories of giftedness. The most widely used category is that of academic ability. The Nation's well-being, however, depends upon the effective utilization of a broad spectrum of abilities.

Most kinds of giftedness, or talent, can be encompassed in four categories: academic talent, creative talent, kinesthetic talent (e.g., craftsmanship, athletic skill), and psychosocial talent (e.g., leadership). These categories are not discrete; many individuals have high ability, demonstrated or potential, in two, three, or even all of these areas. Thus the size of the talent pool is not the sum of the individuals that can be placed in each of the four categories. On the other hand, the number of gifted or talented children and youth is greater than the number in any one category.

Academic talent is more easily identified than other types of talent. The number of academically talented individuals can be estimated by using the inadequate, but relatively useful, intelligence quotient as a measure of this ability. This number will, as pointed out, be less than the total population of gifted or talented, but it will provide a useful index for assessing the need for educational provisions.

Proportion of Academically Talented, Gifted and Highly Gifted Students in the Population



Dr. Bryan is the Specialist for the Education of Gifted and Talented Children and Youth and is also Chairman of the Professional Committee, Talent Development Project, Office of Education, U.S. Department of Health, Education, and Welfare. Miss Dickson is a Research Assistant on his staff. Dr. Huyck is a Program Analysis Officer on the staff of the Assistant Secretary (for Legislation). Selected references are at the end of this article.

In terms of academic talent alone, as many as ten million children and youth in American schools and colleges need some specialized educational opportunities to develop their talents most effectively. Some two million need an almost completely differentiated program, and as many as fifty thousand may well require individual treatment to accommodate their markedly superior ability. This observation stems from an examination of the total school and college enrollments in the fall of 1962 and from a definition of academic giftedness which recognizes three categories: academically talented, or the upper 20 percent of the total school population; gifted, or upper 4 percent; and highly gifted, or upper 1 percent.

Academically Talented, Gifted, and Highly Gifted Students at Specific Levels for the School Year 1962-63

(in thousands)

Academic Level	Total Population	Academically Talented (20 percent)	Gifted (4 percent)	Highly Gifted (0.1 percent)
Elementary (K-8)	35,000	7,000	1,400	35
Secondary (9-12)	11,700	2,340	468	12
College (degree credit enrollment)	4,206	841	168	4
Total	50,906	10,181	2,036	51

Criteria for Identifying the Gifted

There are various criteria for identifying the gifted: (1) individual and group "I.Q." tests, (2) achievement as measured by grades or achievement tests, and (3) teacher judgments. Each is a human measure of human abilities; each has its limitations. The teacher of an elementary classroom, within the limitations of her knowledge and experience, can see the strengths and weaknesses of the individual pupil as a whole. But with necessary subject matter specialization at the secondary level, no one teacher can get a rounded picture of an individual student. Guidance counsellors can help to perform this function.

I.Q. scores are based upon innate characteristics and learned experience and may vary with development and experience. The symbolic language used in written I.Q. tests is less familiar to the child in the culturally deprived, low income home than it is to the child in the better educated, more affluent household. I.Q. scores are good measures of certain abilities but miss others. Individual I.Q. tests continue to be the most reliable single test of abilities. However, a combination of measures of intelligence gives more assurance that the individual's abilities are fairly appraised.

The various measures used in identifying the gifted will not predict an individual's success in life--gifted persons at all levels of the social and economic structure, lacking the environment or personal motivation, may settle for the immediate job or the "gentleman's C." Less gifted persons may be "late bloomers" and go far beyond what their test results would indicate. Nonetheless, the measures of giftedness have been tested over an extended period of time and have proved to be relatively satisfactory as indicators of subsequent achievement for persons at a given level of giftedness. Recent follow-up studies in relation to the gifted and talent development have been undertaken by Terman and Odin 35 years later, and by Willis 20 years later.

Project Talent, "a national inventory of aptitudes and abilities," will include a 20-year follow-up study. A sample of 450,000 students in high schools (urban and rural, public and private) throughout the nation were given a two-day series of examinations in March 1960 to coincide with the 1960 population census. Questionnaires went beyond tests of knowledge, comprehension, and reasoning, and included information on health, study habits, hobbies, and club membership; father's education and occupation; and interest in various occupations and activities. Such information will be useful in relating to subsequent careers over the years to 1980. While students with all levels of talent are being followed, Project Talent should give us considerable information on the nature of giftedness and achievement.

HISTORICAL PERSPECTIVE

Concern for the education of gifted and talented children and youth is by no means new. In the light of recent scientific and technological developments and the ideological conflicts of the modern world, however, a new urgency for talent development is being experienced nationwide.

The first recorded experiment with special treatment for the gifted in American schools was the "flexible promotion" system initiated in 1868 in the St. Louis Schools. This system served the dual purpose of permitting able students to proceed more rapidly through the standard subject sequences and of equalizing enrollment losses from attrition in the upper grades. The fifty years between 1868 and 1918 witnessed the development of a number of practical devices to permit the more rapid advancement of bright children through a fixed school curriculum. Under the pressures and problems of an increasingly heterogeneous school population--the result of greater urban concentration and immigration--teachers and administrators considered talented students as rapid learners to be accelerated through the system.

A significant contribution to the understanding of the nature of giftedness was made by Lewis M. Terman in the 1920's. He stated that his subjects were so far ahead of their classmates in academic achievement that there was a serious question concerning the degree to which their abilities were being challenged in the current school environment. Indirectly, Terman's study raised a plea for differential education for the talented as opposed to the same curriculum for all.

In 1918, the issuance of the "Cardinal Principles or Secondary Education" marked a turning point in American ideas of secondary education. With the recognition that the curriculum was not a fixed entity but a multi-purpose instrument to be applied to the special needs of differing groups of students, there came for the gifted a fundamental shift from acceleration to enrichment. Instead of progressing more quickly through the grades, rapid learners, placed in special groups, used the time saved from the regular curriculum for exploring subject matter in greater breadth and depth.

In 1929 two-thirds of the school systems in cities with populations between 2,500 and 25,000 had special classes, or ability grouping. However, in the 1930's the pendulum swung back from the Jeffersonian ideal of equal opportunity toward the Jacksonian concept of identical opportunity. Special classes were frequently abandoned in favor of "enrichment" in regular classrooms. There was little concern for challenging the gifted.

Since World War II and especially since the advent of the first Sputnik, renewed interest in special treatment of the gifted has been apparent at all levels of the educational system and has been extended for the first time in systematic fashion to higher education.

In the fall of 1953, under grants from the Fund for the Advancement of Education, the Advanced Placement Program had its beginning. The intent of the program, a cooperative venture of both secondary schools and colleges, was twofold: (1) to provide the academically talented student with a deeper and broader educational experience in high school by giving him the opportunity to pursue college-level courses in high school under high school teachers and (2) by so doing, to enable him to earn college credit in high school. The actual granting of college credit for Advanced Placement courses, however, has been and must remain the prerogative of the colleges. The number of schools participating in the Advanced Placement Program steadily increased from 104 in 1955-56 to nearly 1,700 in 1962-63; and the number of students taking Advanced Placement examinations rose from about 1,200 to 21,800 in the interim.

From the point of view of the colleges, all types of advanced standing programs are designed to accelerate able students by avoiding repetition or duplication in high school and college work. More than 765 colleges and universities now accept the principles of the Advanced Placement Program, and the number of higher institutions sponsoring other forms of advanced standing is growing.

IN SEARCH OF EXCELLENCE

I should like to call your attention to our national need for maximum opportunity for superior or gifted students--those individuals who will be our doctors, scientists, researchers, and social and civic leaders. To meet this nee ' we must be committed to educational excellence. "Excellence" is doing one's best whatever one's ability. It is the maximum development of each individual's human resources, within the context of his own capacity, his motivations, and his talents. In education, the search for excellence carries with it the responsibility to provide opportunity for and encourage *every* individual to do *his* best.

To the extent that a community, or a school, gives every student the same education, feeds every student a sort of bland, universal "pablum" and nothing more, it fosters mediocrity at a time when it is urgent that education be a dynamic force in the improvement of society. . .

Much of our breakthrough in educational reform is based on development of new techniques first of all with superior and gifted students and then extending these practices to other students as staff and other resources permit. . .

---Francis Keppel
U.S. Commissioner of Education

CURRENT ACTIVITIES

Research and Experimentation

Since the education of gifted children has become a major issue in recent years, attention has been focused on more specific educational planning for this group; and more research has been conducted on topics relevant to the identification and development of giftedness. A report on The Gifted" in the February 1963 Review of Educational Research indicates that in the past three years extensive research has been carried on in such areas as the economics of talent; the intellectual, personal, and social characteristics of the gifted; creativity; achievement, under-achievement, and achievement motivation; curriculum developments and adaptations; community and parental attitudes toward special education for the gifted; ability grouping; and acceleration.

The U.S. Office of Education through its Cooperative Research Program has funded approximately 75 research projects concerned with talent development. Examples of these studies are: (1) "A Field Demonstration of the Effectiveness and Feasibility of Early Admission to School for Mentally Advanced Children," (2) "Creative Thinking in Children at the Junior High School Level," (3) "The Discovery and Guidance of Superior Students," (4) "Accelerated and Enriched Curriculum Programs for Academically Talented Students," (5) "A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations," and (6) "Factors Influencing the Recruitment and Training of Intellectually Talented Students in Higher Education Programs."

Research has proved valuable as a basis for sound educational planning for gifted students, but there is need for additional exploration, particularly in areas such as curriculum development, the multidimensional nature of intellectual and other talents including the creative process, causes and cures of underachievement, educational programing to improve the intellectual development of culturally disadvantaged bright children, and techniques for teaching the gifted, to name but a few. Further efforts must also be made to move research information from the pages of technical reports into the classrooms of the Nation via teacher training, demonstration programs, and publications.

NATIONAL AND REGIONAL EFFORTS TO IMPROVE EDUCATION FOR THE GIFTED

Federal, Professional Association and University Efforts to Improve Curriculum

Part of talent development is related to the subject matter taught--to make the body of knowledge more understandable and more exciting--to pull the student into the subject matter, stimulate and retain his interest, and give him an inkling of the frontiers of a given discipline yet to be won. The past is prologue. The intellectually alive student wants to know the history of the past to prepare himself to expand the body of knowledge and to adapt this expanded knowledge to the changing circumstances that will confront his generation. In fact, a measure of the usefulness of a curriculum is the degree to which the student moves beyond the role of observer and becomes an active participant in the educational process. Parents as well as teachers and students become involved in changes in the curriculum--as any parent who has been confronted with the "new math" will attest. But this dynamic interaction between generations, between course content and the "real world," between theory and practice is vital to the full development of individual capabilities, and indeed to national survival.

Recent curricular developments, particularly in the sciences, although evident in the arts as well, have important implications for the gifted. These developments have been largely in the direction of concept formation in contrast with the more traditional rote memorization of facts. The Federal Government is playing an important role in stimulating curriculum experimentation: (1) in mathematics, sciences, and modern foreign languages through programs administered under Titles III and VI of the National Defense Education Act (NDEA) of 1958, and (2) in science through the Course Content Improvement Program of the National Science Foundation (NSF).

The following are illustrative of the work underway in the several fields. In mathematics, the University of Illinois Committee on School Mathematics has been engaged in preparing text materials for a new college preparatory mathematics curriculum, grades 9-12; the National Council of Teachers of Mathematics published the guidebook Mathematics for the Academically Talented Student in the Secondary School; the School Mathematics Study Group (with support from NSF) has beenworking on curriculum revision and has produced advanced self-study materials (for highly gifted students) in its New Mathematical Library; and the Syracuse-Webster Elementary Mathematics Project (Webster College, with support from the Cooperative Research Program of the U.S. Office of Education) is experimenting in grades 3-10 with the teaching of mathematics including algebra and geometry.

In physics, the Physical Science Study Committee, initiated at Massachusetts Institute of Technology in 1956, organized a secondary level course designed to promote learning through open-ended laboratory work.

New approaches have also been developed in biology and chemistry. Organized in 1959, the Biological Sciences Curriculum Study has produced a series of study guides and workbooks and Biological Investigations for Secondary School Students including, for individual investigation by able students, 100 research problems for which solutions are not available in the literature. The Chemical Education Materials Study, initiated with NSF support in California in 1960, is developing another high school chemistry course which includes a series of monographs for able students. The Chemical Bond Approach Project (also supported by NSF), organized at Reed College in 1959, has prepared a text and laboratory materials for an introductory chemistry course.

Curriculum adaptations in modern foreign languages enable the gifted to study languages not otherwise available and to go as far and as fast as their talent and motivation will allow. The audio-lingual approach has been emphasized at all academic levels. One of the most important projects to come out of the Language Development Program authorized by Title VI of NDEA is the Audio-Lingual Materials Project for the teaching of French, German, Italian, Spanish, and Russian in a six-year sequence in the secondary schools.

During the past decade the Modern Language Association (MLA) through its Foreign Language Study Program (FL) has sponsored a series of conferences to discuss content, teaching materials and methods, and evaluation procedures for the teaching of foreign languages in the elementary schools. Teacher Guides and accompanying records and materials for French, German, and Spanish have been developed and are available.

Four recent or current projects concerned with the English curriculum seem likely to have national impact in the public schools. A series of 1958 conferences sponsored by the American Studies Association, the College English Association, the Modern Language Association, and the National Council of Teachers of English yielded a statement on "The Basic Issues in the Teaching of English." The Commission on English of the College Entrance Examination Board, established in 1959, is planning to develop sample English curriculums for college preparatory students in grades 9 through 12. A position paper of the National Association of Secondary-School Principals, "English Language Arts in the Comprehensive Secondary School," and a report of the National Council of Teachers of English, The National Interest and the Teaching of English, include additional recommendations with respect to the English curriculum.

The U.S. Office of Education Project English thus far has been concerned with such problems as structural linguistics and the history of language as well as new approaches to literary criticism.

The National Council for the Social Studies (NCSS) in its 1957 report, A Guide to Content in the Social Studies, proposed 14 basic concept areas for the entire social studies curriculum, kindergarten through junior college. The NCSS and the American Council of Learned Societies are jointly working out a sequence for grade placement of social studies content.

Other major efforts in the social sciences include those of the Council for the Advancement of Secondary Education, with its Economic Literacy Series, and the National Task Force on Economic Education, appointed by the American Economics Association of American Geographers and the National Council for Geographic Education.

Examples of social science curriculum revision under way in our colleges are: (a) two anthropological projects at Harvard and Chicago relating to the lower school curriculum; (b) a new approach to econimics in the elementary curriculum being developed at Purdue; and (c) the work through projects and doctoral studies at Boston Univsity, Harvard, and Stanford in the designation of essential generalizations to be taught in each of the social sciences.

Other NDEA and National Science Foundation Programs

Under the National Defense Education Act of 1958, administered primarily by the U.S. Office of Education, funds have also been appropriated for research, counseling and testing programs, student loans for higher education, and graduate fellowships--all of which have important implications for the identification and nurture of talent. Another Federal Government agency, the National Science Foundation, contributes not only to inservice teacher training in mathematics and science, but also affords opportunities for direct involvement of high-ability secondary school students in summer training programs and special projects.

Talent Development Project of the U.S. Office of Education

Specialists in the U.S. Office of Education have long served as consultants, published materials, and conducted and encouraged research on the education of the gifted. The Office in 1961 and 1962 launched its Talent Development Project (TDP) to coordinate efforts internally and to make possible more effective interaction between the Office and the concerned professional, governmental, and lay groups. The principal goals are: (1) gathering and distributing information; (2) encouraging, sponsoring, and conducting research; and (3) promoting action and providing assistance in planning and implementing effective practices in talent development.

The Talent Development Project staff have conducted national, regional, and state conferences for representatives of professional organizations, State department of education directors of programs for the gifted, and laymen.

TDP-supported Demonstration Centers for gifted elementary and secondary school students are administered by the University of Illinois and the California State Department of Education.

Talent Development Project plans for 1964 include a casebook of examples of significant and effective practices for identifying and developing talent at all levels; an annotated bibliography of materials produced by State departments of education and school systems; a handbook on guidance practices for the gifted and talented; and conference reports. TDP activities scheduled for 1964 include a west coast regional conference, seminars of top professionals on specific critical areas, and the development of a clearinghouse of information.

National and Regional Nongovernmental Activities for the Gifted Student

At the national level a number of associations and projects have been directed toward improving educational provisions for gifted children and youth. In February 1958 the National Education Association convened a conference of lay and professional leaders to consider the identification and education of gifted high school students. The NEA Academically Talented Student Project has had an important impact upon the Nation's schools through its publications and consultative services. The Association for the Gifted, a division of the Council for Exceptional Children, and the NEA, are committed to action in behalf of all gifted persons--children, youth, and adults.

In March of 1958, the North Central Association launched its Superior and Talented Student Project, an action program designed to encourage individual schools to examine their own student population and resources, with a view to providing more effectively for their talented youth. The STS Project is now an inter-regional project, involving schools and colleges throughout the country. In eight STS clinics conducted in West Virginia in 1960, the total enrollment of 480 was broadly representative of the State's public and private colleges, county school administrations, and high schools.

To improve educational opportunities for gifted students at the college level, the Inter-university Committee on the Superior Student (ICSS) was established at the University of Colorado in 1958. Its newsletter, The Superior Student, has (1) served as a clearinghouse for information on honors programs as well as other aspects of talent development in higher education; (2) provided staff consultants to colleges and universities; and (3) sponsored regional institutes and conferences, such as the national conference on "Honors and the Preparation of Teachers," convened at the University of Wisconsin in April 1962.

National Merit Scholarship Program

Initiated in 1955, The National Merit Scholarship Program serves to identify high ability, encourage college attendance, and give national recognition to academic excellence. Of more than 7,400 students who have received Merit Scholarships, approximately 4,200 are now enrolled in more than 400 colleges and universities across the country. Also, through the Merit Program's special services, thousands of additional highly able students are assisted in gaining financial aid from other sources. Of the Merit Scholars who have been graduated, approximately 75 percent have enrolled in graduate or professional schools and eight out of every ten have received fellowships or assistantships.

STATE AND LOCAL PROGRAMS AND ACTIVITIES FOR THE GIFTED

State Programs

Eleven States--California, Georgia, Illinois, Minnesota, New York, North Carolina, Ohio, Oregon, Pennsylvania, Texas, and Washington--and Puerto Rico now have one or more full-time directors of programs for the gifted and talented in their State departments of education; 19 additional States and the District of Columbia report personnel devoting a substantial part of their time in this area. Full-time directors in March 1963 established an official Council of State Directors of Programs for the Gifted to promote more effective State-level leadership.

In general, those States which have within the State Department of Education, (a) specifically designated full-time directors of programs for the gifted and (b) legislated funds to support their efforts have the most comprehensive and effective programs.

In California, 1961 legislation provided for (1) full-time staff in the Department of Education at both elementary and secondary levels to "assist and advise school districts in the establishment, development, and improvement of programs" for gifted minors; and (2) reimbursement by the Superintendent of Public Instruction to school districts for additional expenses incurred on such programs. By 1962-63 there were 68,200 "mentally gifted minors" enrolled in seven types of approved programs at an excess cost of $40 per participating student.

As part of the Special Study Project for Gifted Children, several Illinois school districts have cooperated with the Office of the Superintendent of Public Instruction in a study of the programs and procedures that might be used for children of various gifts and talents. Research has been done on the nature of mental processes, underachievement, curiosity and creativity, attitudes of parents and educators toward bright children, teacher-student relationships, and methods of teaching. Funds ($6.75 million) have been granted for the 1963-65 biennium to implement the recommendations.

To administer the new program, a Department of Program Development for Gifted Children has been established within the Office of the Superintendent of Public Instruction. The legislation also appropriates funds for: (1) reimbursement to school districts, for services and materials for programs for the use of gifted children; (2) contracts with school districts, colleges and universities for experimental projects; and (3) fellowships and contracts for teacher training institutes.

North Carolina legislation (1961) provides for a State Division for the Education of Exceptionally Talented Children, district supervisors, special teachers, reimbursement of local school systems conducting approved programs, demonstration projects, and such other activities as the director may deem appropriate. By 1963-64 there were 225 State-supported positions allotted for teachers of the exceptionally talented.

The Governor's School of North Carolina, an eight-week residential summer program held in Winston-Salem in the summer of 1963 and scheduled to be repeated in 1964 and 1965, is supported by a substantial grant from the Carnegie Foundation of New York and other grants from local business and foundation leaders. The model School provides a variety of unique educational opportunities in the principal academic subject areas and in the fine and performing arts to approximately 400 highly gifted secondary school students selected from local schools across the State.

A project specifically designed to enhance State efforts was the Southern Regional Project for Education of the Gifted, June 1960 to May 1961. The major objective was to train State department of education officials for State-level leadership in all major phases of school programs for bright and talented youth. Representatives of nine Southern States made an intensive study of the problems involved in talent development and visited the major program centers in the Nation.

Local School Programs for the Gifted

Many local schools and school systems, public and private, offer a variety of educational programs specifically designed for gifted children and youth. Among the many are the significant gifted child programs in the public schools of Portland (Oregon), St. Louis, Indianapolis, and Los Angeles, as well as the Cleveland Major Work Classes and programs for the gifted in the Warwick Public Schools, Warwick, Rhode Island.

Provisions for the intellectually gifted (top 2 per cent of the total school population, as measured by intelligence tests) in the Los Angeles City Schools illustrate what is being done. Gifted students are identified through a systematic testing program of group intelligence and achievement tests. Teacher judgments and parents' reports are also taken into consideration. Convinced that the best way to educate the gifted is to maintain a flexibility and a willingness to plan methods best fitted to a given situation, responsible personnel have provided a variety of approaches, including enrichment, acceleration, and grouping in several forms. For example, in secondary schools enrichment is provided through special research projects, prepared, presented, and evaluated by the students, with the teacher serving as a resource person. Moderate acceleration is permitted, whereby a student may gain one semester each in elementary school, junior high, and senior high school. Senior high schools are also experimenting with the Advanced Placement Program as a form of acceleration.

Grouping is done (a) in-class for elementary-grade reading, spelling, and arithmetic and (b) by classes for junior and senior high school English, science, mathematics, and social studies. A few schools have experimented with ungraded classes. Additional provisions in the Los Angeles City Schools include experimental summer classes for gifted pupils, leadership opportunities in extracurricular activities, contests in a number of fields, and special guidance programs.

Other school systems are planning new programs for gifted students. The Superintendent of Schools in Rochester, New York, has recommended a Major Achievement Program (MAP) to help Rochester's intellectually gifted pupils.

A number of individual schools provide outstanding educational opportunities for the gifted. Some, like the Colfax Elementary School, Pittsburgh, Pennsylvania; Nova High School, Ft. Lauderdale, Florida; Evanston Township High School, Evanston, Illinois; and Holland High School, Holland, Michigan, are comprehensive schools which give special attention to the gifted. Others, such as the Hunter College Elementary School, the Bronx High School of Science, and the High School of Music and Art in New York City are special schools for gifted children and youth.

PROSPECTS

There are definite cycles of waxing and waning interest in the identification and nurturing of the gifted. Much has been accomplished in the selection, guidance, and education of the gifted in this Nation, but much remains to be done. There is an unevenness of opportunities for talent development in different areas of the United States. The increasing mobility of our population, the present disparity between the demand and the supply of creative and highly specialized manpower, and the democratic goal of human self-fulfillment require that as a Nation we focus our attention on providing improved educational opportunities for our gifted and talented students at all levels of the educational system.

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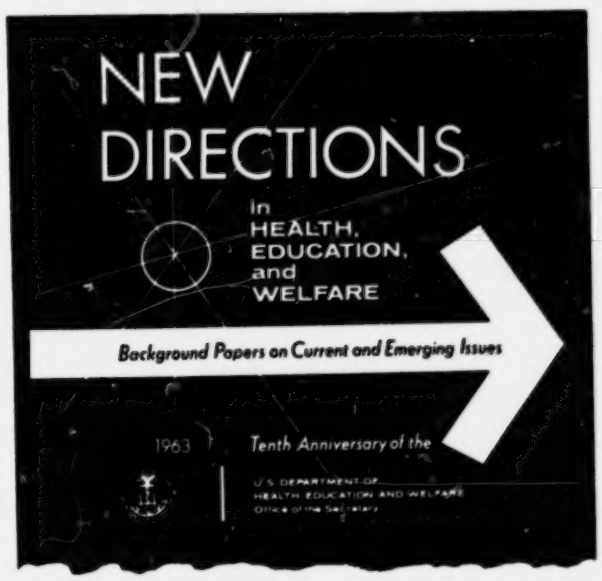

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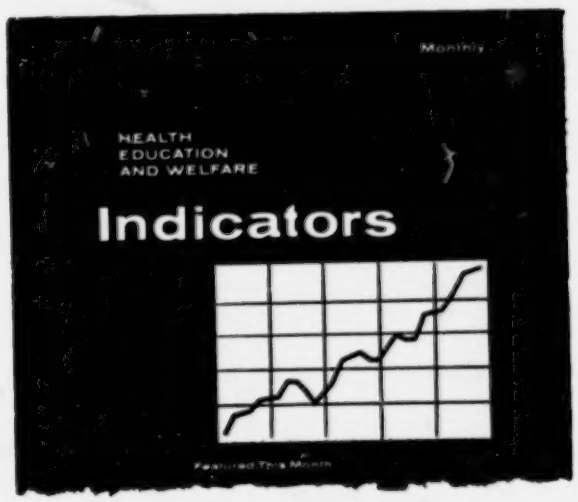

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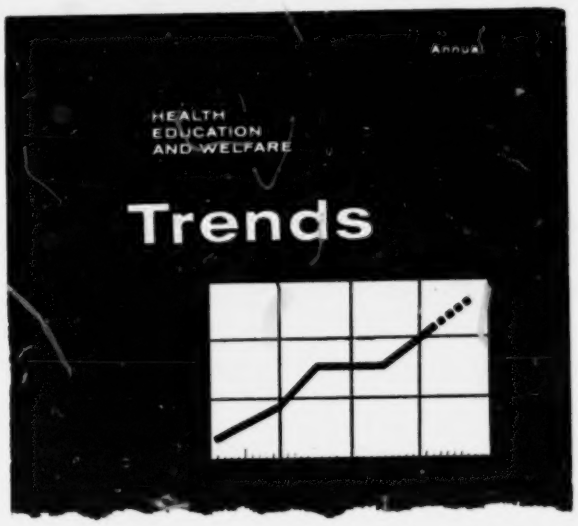

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